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ABSTRACT

The external evaluation of the Title VII Bilingual Education Program of the Clovis Municipal Schools (NM) is described. The purpose of the program is to provide bilingual instruction for selected participants, grades K-3, in eight elementary schools. The evaluation was designed to (1) observe classroom teaching and activities utilized in bilingual instruction; (2) gather perceptions from personnel working with the program; and (3) measure differences in levels of achievement. The program was successfully initiated in the two schools which had previously been involved in bilingual programs, and showed promise of developing into effective programs at the six schools new to bilingual education. Interviews with program staff identified problems with late implementation, staff training, and the supply and quality of materials, but a general sense that the benefits of the program outweighed the negative aspects. The children involved in the program showed significant improvement in oral expression skills, contributing to improved language arts scores overall. (Author/BW)

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A PROCESS MODEL EVALUATION OF A BILINGUAL EDUCATION PROGRAM

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Section I

Description of Project

Introduction

This report describes the external evaluation of the Title VII Bilingual Education Program of the Clovis Municipal Schools. The elementary schools involved are: Bella Vista, Cameo, James Bickley, La Casita, Lincoln-Jackson, Lockwood, Our Lady of Guadalupe, and Parkview.

The report covers the period from October 1, 1980 to May 27, 1981. The actual evaluation covers the period from January 5, 1981 to May 27, 1981. Participants in the project include approximately seven hundred and forty-five selected students, grades K-3, in eight elementary schools.

Purpose and Goal of Project

Purpose

To offer bilingual instruction to selected participants, grades K-3, in eight elementary schools.

Goal

To offer a program designed to meet the linguistic, cognitive, and affective needs of the participants.

Objectives of the 1980-81 Bilingual Proposal

1. "By the end of the 1980-1981 school year 70% of the students in grades K-3 will achieve .5 years of growth on the Metropolitan Achievement Test for kindergarten and the Comprehensive Test of Basic Skills for grades 1 - 3 in the areas of reading and language."
2. "By the end of the 1980-1981 school year, 10% of the students in grades K-3 will increase their scores by one level in English oral language as measured by the Language Assessment Scales."
3. "By the end of the 1980-1981 school year 10% of the students in grades K-3 will increase their scores by one (1) level in Spanish oral language as measured by the Language Assessment Scales."
4. "By the end of the 1980-1981 school year 70% of the students in grades K-3 will demonstrate .5 years growth in knowledge of math computational skills as measured by the Comprehensive Test of Basic Skills."
5. "By the end of the 1980-1981 school year 70% of the students in grades K-3 will demonstrate .5 years growth in knowledge of science as measured by the Comprehensive Test of Basic Skills."
6. "By the end of the 1980-1981 school year 70% of the students in grades K-3 will be able to demonstrate their knowledge of the school, the family, the community and the nation as measured by a locally developed criterion referenced test."

Section II

Observation Process and Method

An external evaluation was conducted by Education Research and Consulting Associates. ERCA is staffed by three college professors from New Mexico with expertise in the areas of elementary education, bilingual education, and process and product evaluation.

Components of Evaluation

1. On-site visits to observe instruction in bilingual education classes. The evaluation of the classroom (process evaluation phase) included the following areas of observation. The evaluator observed the (1) classroom atmosphere, (2) use of Spanish on bulletin boards, (3) use of audio-visual materials, (4) creativity, (5) classroom control, (6) materials available, (7) implementation of these materials, (8) participation of children, (9) evidence of learning demonstrated by the use of Spanish with emphasis on vocabulary and pronunciation, (10) the enthusiasm for scheduled activities as demonstrated by aides and students, (11) working relationship of the teacher and aide, (12) use and implementation of Spanish in the classroom.

   This list is not exhaustive; rather it provides an idea of what the evaluator considers in writing individual classroom reports.
2. On-site visits to conduct interviews with principals, teachers, and program staff for their perceptions of the bilingual program. The intent of the questions on perceptions of the bilingual program

was to gather information which would reveal perceived strengths and weaknesses of the program. Prior to the questioning, each respondent was assured of the confidentiality of his/her remarks, in the sense that the final evaluation document would not reveal the source of any specific, positive or negative, comments. Questions, such as the following, were asked:

A. What are your feelings about the bilingual program? Why?

B. What are its strengths?

C. What are its weaknesses?

D. What are your recommendations to improve the program?

E. Do you have any other comments about the program you wish to make?

This list provides an idea of what the evaluator considers in writing the summary of the personal interviews.

3. Statistical analysis of the results of the Metropolitan Achievement Tes , the Comprehensive Test of Basic Skills and the Language Assessment Scales. The statistical test performed on the data will require the use of the Statistical Package for Social Sciences (SPSS). The analysis will include (1) basic descriptive statistics, (2) t-tests and oneway analysis of variance tests to measure differences, and (3) regression analysis to determine causative effects of the bilingual program.

4. Evaluation Reports

a. There was on-going dialogue between evaluators and program director. Periodic written reports were submitted of the on-site evaluations.

b. The final evaluation report was submitted to the program director September, 1981.

Section III

Evaluation

The external evaluation was designed to (1) observe classroom teaching and activities utilized in bilingual instruction; (2) gather perceptions from personnel working with the program, (i.e., principals, teachers, and Spanish speaking aides); (3) to measure differences in levels of achievement.

This section will begin with the on-site reports which were periodically submitted to the director during the academic semester (Jan, 1981 thru May, 1981). The second section will present the Perception of the Bilingual Program and the third will present the results of the test data.

On-site Reports

The on-site evaluation of the bilingual program in the Clovis Municipal Schools started on January 28 and continued through May 14, 1981. This evaluation summarizes the eleven on-site visits to eight elementary schools. Grades visited and evaluated were kindergarten, first, second and third.

At the kindergarten level the Spanish being taught involves the use of basic conversation such as greetings, numbers from one through ten, colors, and some classroom objects. The method most often used is the direct question and answer type. The numbers are taught by the use of flashcards with constant repetition by pupils. Some aides are using puppets as a means of creating interest and participation by students.

The majority of the aides observed are interested in the bilingual program and are utilizing the materials available to them. Although the program is relatively new in most schools, and the majority of the aides lack experience and college training, progress is evident. Continual in-service training in the correct use of Spanish, that is: grammar, spelling, and accentuation, is essential for the future success of the program.

The pupils involved in the first grade level of Spanish were being taught the colors through viusal aids which had been constructed by the aides themselves. Fruits and vegetable were often used as visual aids. At one particular school, a poem titled "Mi carita" was being used for the teaching of the parts of the face. Through the use of a song "Diez ninitos", the numbers were being taughts quite successfully. The majority of the first graders were able to respond in Spanish and to identify a variety of different fruits and vegetable in Spanish.

In some cases the aides needed to emphasize the correct pronunciation and to involve every child in the activity.

The second and third graders were involved in basically the same type of program but at a slightly more advanced level. Most pupils were able to identify classroom objects such as: mesa, silla, puerta, papel, and lápiz. Colors and numbers were being taught through the use of flashcards. In one particular school, Our Lady of Guadalupe, the children had constructed their own puppets and were able to describe in Spanish to the teacher aide what they were doing. The aides should be commended for encouraging this aspect of creativity by the pupils. In addition, the bulletin boards displayed drawings, poems, and songs, written in Spanish.

Because La Casita and Our Lady of Guadalupe had previously been involved in bilingaul programs, they demonstrated a more progressive bilingual program. The atmosphere at these two schools reflected much evidence of interest and enthusiasm towards bilingual education. The evidence was displayed in their planning and organization, their attractive bulletin board displays, and the overall involvement on the part of the administration and staff.

The bilingual program at the other six schools showed promise of developing into effective programs with time. Because of the relatively short time of existence, many of the principals and teachers were skeptical of bilingual education. The function of the bilingual program at this time seemed to be more enrichment. Fifteen to twenty minutes a day is not sufficient for a bilingual program. A strong commitment towards bilingual education is necessary in order to develop a quality program for the Clovis schools. Through continued effort and support by administration and staff, continued in-service training for the aides, this goal can be achieved.

Perception of the Bilingual Program

One evaluator visited all of the project elementary schools at least two time. In most instances, the initial visit was with the principal. Subsequent visits were with staff members. The focus of this evaluation phase was an assessment of staff perceptions, of the strengths and weaknesses in the program. The perceived strengths and weaknesses represent a concensus of both negative and positive comments from principals, teachers, and the program staff. The order of presentation does not reflect the relative importance of the generalizations.

Late funding of the bilingual program resulted in program implementation approximately two months after school had begun. Most perceived such scheduling as highly disruptive to instruction in place at the time. The situation was further complicated by a lack of understanding of the program objectives by those at individual buildings. Strong leadership from those administering the program was not apparent during the aerly stages. New, clarified, or inconsistent directions from program administrators resulted in confusion, time delays, and frustration for all those involved in program implementation.

Although some paraprofessionals appeared to be very helpful and complemented instruction offered by the classroom teacher, the competence of many of the paraprofessionals was questioned. This was not a reflection on the individuals but rather a judgement of the individuals' training and experience in education. A statement heard frequently was "We need teachers who hold bilingual certification. They would offer a better program than untrained aides."

Staff training was questioned and praised. On the positive side a wide variety of seesions was offered as noted in Appendix A. Training included sessions on test ing Spanish Curriculum Development Center materials, English as a Second Language techniques, Spanish as a Second Language techniques, art culture, teacher-teacher aide interaction, etc. Considering the importance of the SCDC materials to the central thrust of the bilingual program, two training sessions may have been inadequate.

Some staff members felt the absence of an aide on Friday afternoon disrupted the instructional programs. Some aides indicated that the staff training should have been broader in scope, less frequent, and aides should have participated in the selection of the content or subject

covered in the staff training sessions. Some aides with previous experience in bilingual education felt the training was designed for the new aide. Attendance at staff training sessions was also questioned. A limited number of aides and teachers spoke favorably of staff training.

The available supplies and materials for the program varied between schools from inadequate to plenty. Some thought that a simple and expedient procedure for procurement of supplies should be initiated. The role of responsibility for teachers and aides was not clear to either group. Many appeared unaware of the hierarchy of authority with specific responsibilities and procedures at each level. The perceived absence of such usually resulted in misunderstandings and frustrations.

There appeared to be better rapport and instruction in classes where aides spent a majority of the school day. Instructional efficiency was perceived to be reduced when one aide was absent, the teacher was required to adjust the instructional program for the duration of the absence. This was disruptive to program continuity.

The bilingual instructional materials developed by the Spanish Curriculum Development Center were not used regularly as they were designed to be used. Some thought SCDC materials uniteresting and not too effective. Although two training sessions were devoted to SCDC materials, in no instance did bilingual staff members speak favorably of the materials. Could lack of enthusiasm indicate little or no appreciation of the materials and confidence in the value of using them daily?

Some cooperating teachers and principals indicated that they approved of a special program for non-native speakers of English from foreign countries. They were less enthusiastic about such programs for

children whose dominant language was English.

In most of the schools there appeared to be a sense of satisfaction with the added benefits of bilingual program and additional staff members. In most schools admitted imperfections in the program existed, however, the benefits outweighed the negative aspects.

Results of the Statistical Analysis

Pre and post test scores were gathered from the seven public elementary schools and one private elementary school participating in the bilingual education project. Data were gathered from the following elementary schools: Bella Vista, Cameo, James Bickley, La Casita, Lincoln-Jackson, Lockwood, Our Lady of Guadalupe, and Parkview.

Seven hundred and forty-five students participated in the bilingual program which commenced on October 1 1980. Actual instruction utilizing the bilingual approach started on January 1981 and continued through the remainder of the academic year.

The function of the analysis was to determine if a change occurred which could be attributed to the bilingual program's intensified focus on language arts. The proposal indicated that a student was considered limited english proficient (LEP) if his/her English proficiency score as determined by the Comprehensive Test of Basic Skills (CTBS) and/or the Metropolitan Achievement Test (MAT) fell below the 49th percentile. The mean score of entering participants was 36.84. Due to the 60-40 ratio criteria for total school participation some scores were as high as 95, however, only one student was at that percentile rank.

The Clovis Municipal School system is under a Lau Mandate. Therefore in accordance with the Lau Comprehensive Educational Plan, the students identified as LEP student had been given the Carrow Language Test K-3, the Metropolitan Achievement Test (MAT), and the Comprehensive Tests of Basic Skills (CTBS). Additional information was gathered by the project director from parents and teachers for classification purposes.

The pretest scores considered are the spring 1980 (MAT) and (CTBS) scores for students in kindergarten through second. Entering kindergarten students in fall 1980 were given the MAT - and all participating students had completed Language Assessment Scales (LAS) by February 1981. The posttests were completed in May 1981. Only 20% of the original sample was tested for comparison. For the comparison test an alpha of .05 was established as the criteria for statistical significance.

The analysis of the overall mean score for oral expression showed a gain of 3.13. The pretest score was 22.78 and the posttest score was 25.92. The t-test performed on pre and post test scores indicated the improvement was statistically significant ($t = 3.50$, $p < .001$).

Table I

Table of Means by Grade for Oral Expression

Grade	Pre	Post
Kindergarten	15.18	23.15
First	16.96	22.56
Second	24.04	25.70
Third	28.08	35.51

The analysis of the overall mean for reading indicated a gain of 1.05. The pretest score was 23.58 while the posttest score was 24.63. The t-test performed on pre and post test scores indicated the difference was not statistically significant. The t score was .94, $p > .34$.

Table 2

Table of Means by Grade for Reading

Grade	Pre	Post
Kindergarten	15.49	23.35
First	14.89	14.87
Second	24.73	24.84
Third	29.81	38.91

The analysis of the overall mean score for Language Arts percentile rank showed a gain of 21.43. The pretest score was 36.84 while the post-test schore was 58.28. The t-test indicated that the difference was significant. The t score was 14.72, $p < .0001$.

Table 3

Table of Means for Percentile Language Arts

Grade	Pre	Post
Kindergarten	23.44	64.18
First	36.26	78.54
Second	31.32	51.31
Third	48.79	43.45

The Language Assessment Scales (LAS) for Spanish indicated that the majority of children in the program were not "fluent speakers" of Spanish The mean score on the pretest was 1.31 while the mean for the posttest

was 2.11. According to the LAS manual a level score of 2 means that the student was a non-speaker with "apparent linguistic deficiencies". The t-test however indicated the level of improvement achieved was significant. The t score was 4.33, $p < .0001$.

Table 4

Table of Means by Grade on the LAS - Spanish

Grade	Pre	Post
Kindergarten	1.4	1.0
First	1.1	1.9
Second	1.3	2.27
Third	1.3	2.27

The English speaking skill as measured by the LAS test indicated that the majority of children in the program were "near fluent" speakers of the language. The pretest mean score was 3.68 and the posttest mean score was 4.7. This difference was also significant. The t score was 4.28, $p < .0001$.

Table 5

Table of Means by Grade on the LAS - English

Grade	Pre	Post
Kindergarten	3.1	4.75
First	3.3	3.90
Second	4.1	4.86
Third	3.7	4.94

Interpretation of the Statistical Analysis

Thus it was possible to conclude the children involved in the bilingual education program showed significant improvement in oral expression skills which greatly influenced their percentile rank. The scores reveal the greater emphasis on oral skills than reading.

The level of improvement for Spanish indicated that the cultural enrichment aspects of the program had a positive effect as does the LAS English scores.

The regression analysis formula used: $Y_1 = a + bX_1$
This equation was selected because it provides the percent of variance in Y_1 that was associated with X_1. The percent of variance was used to determine the strength of the relationship between the independent and dependent variables. The regression analysis allows prediction about the effect of the independent variable on the dependent.

The independent variable was the LAS Spanish score. The dependent variables were oral expression, language arts percentile, reading, and LAS English scores. The principle question addressed with the regression analysis: Was the improvement due to the bilingual program? The regression analysis suggests that the bilingual instructional program was a significant contributor to the higher scores in all dependent variables.

The emphasis placed on oral expression indicated the language levels attained in Spanish were due to the program. The R value of .67 documents the relationship between Spanish scores and the program activities. The F score of 20.63, which was significant, indicates that the improved score on the LAS Spanish test were not due to chance but rather due to the specific program

The enhanced score for the language arts percentile score further reflects program activities. The R value of .26 documents the relationship between the percentile score and the program activities. The F score of 1.80, which was significant, indicated that the gain was due to program activities.

The oral expression score further reflects program activities with an R value of .26. The F score of .87 was significant. Thus the improved scores for oral expression were attributed to activities in the bilingual program.

The regression analysis for reading score may represent a spurious finding because the t-test analysis was not significant. However, the regression analysis revealed an R value of .28. The F score of .62 was significant which suggest that the activities in the program contributed.

However, according to Willemsen (1974) and Williams (1979) low R values indicated a weak relationship existed between variable. It was possible to conclude that the special attention given to these children may have influenced their scores as much as any particular program of activities. The Spanish score had an extremely high R value (.67) which indicated clearly that the Spanish activities were major contributing factors.

The final regression analysis of interest was on the LAS English score. The relationship between the bilingual emphasis in Spanish and the improved English score had an obtained R value of .68. The F score was 4.72 which was significant.

The statistical analysis indicated clearly that the emphasis placed on oral expression in Spanish has contributed significantly to the improved language arts scores overall.

No statistical analysis of math and science scores have been presented because instruction was not given in Spanish nor was it assisted in Spanish throughout the program, because only 10% of the children in the program were native speakers of Spanish and only 5.8% were limited to speaking only Spanish.

Section IV

Summary and Conclusions

Background Summary

The Calender of Major Events for External Evaluation of the Title VII Bilingual Program submitted by Educational Research and Consulting Associates (ERCA) was, of necessity, adjusted from the proposed dates to actual dates due to implementation of various components of the project.

Inherent in the implementation of a program new to several schools in a district, was the high probability of difficulty during the school year. The Title VII Bilingual Program in the Clovis Municipal School System was no exception. Late funding, a director new to the system, lack of trained personnel, lack of evaluative instruments and personnel to administer the instruments for pre and post test comparisons, communication between operational personnel and program personnel, unclear understanding of program objectives by program and field personnel, and general weaknesses in the design of the proposal were some of the problems noted by the

evaluators. With varying degrees of success the difficulties were partially or totally overcome. In the opinion of the evaluators, achievement test scores were adversely affected by the problems noted previously. The 1981-1982 program should run considerable more smoothly if the following recommendations are followed:

Recommendations

1. More intensive staff training in academic areas, (i.e., bilingual materials purchased for and developed within the program).
2. Bilingual seminar for teachers involved in the bilingaul program focuing on objects of the program and cultural appreciation.
3. Continue training of aides in Spanish with emphasis on vocabulary development, reading and writing.
4. Continue to offer English as a Second Language to Southeast Asian groups
5. Greater care in handling of test data
6. Improved input into the bilingual program, design and implementation by teachers and principals.
7. Encourage a better relationship between teachers and aides through social and professional activities.
8. More use of Spanish by the regular classroom teacher involving the aide.
9. One aide per classroom.
10. Substitute aides from pool. This may help in future employee selection process.
11. Improved lesson plans so that the bilingual component has a greater or closer relationship to the daily class content.

12. Bilingual program should begin the first day of school.
13. Greater involvement of parents in the program.
14. Improved communication, both written and oral, between program administrators and building personnel.
15. Clearly written summaries of program goals and objectives. Each staff member should have a copy.
16. A better understanding of the roles of authority from the position of aide to superintendent within the hierarchial structure.
17. Preparation of a time line with tentative dates of proposed major events during the program year.
18. Improved training in the administration of the LAS tests and test facilitiies for administering the LAS tests should be provided.
19. Written procedure for presenting recommendations to improve the program. A response to the recommendations should be formulated within 10 days and returned in writing to the person who made the recommendations.
20. More emphasis on oral language development - on both Spanish and English.

Concluding Statement

The director of the bilingual program and the staff should be commended for the measure of success this document attested to and reflected on each recommendation as a suggestion calling for more of the fine training and cooperation as demonstrated in the past semester.

The evaluators have many years of combined public school and university experience and are aware that a federally funded program cannot operate within a vacuum in a public school setting. Assurances to the

funding agency can be met while simultaneously adapting to the "real world" factors of availability of personnel, facilities, material, schedules, etc. This phenomenon of adaptation was observed during the evaluation. For instance, the facilities provided for administering the LAS, were usually hallways. They were adequate, but not ideal. Sound proof, private rooms would have been more suitable, yet virtually impossible to provide. Such compromises from the project and the district were observed. Both are to be commended for accepting such challenges and meeting them with workable solutions.

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Appendix A

Title VII Aides Workshops
1980-81

October 13, 1980 - Sister Roseanne, designing Border and Indian Head Bands.

October 17, 1980 - Making of Mask (Clay)

October 21 & 22 - Henry Pascual and Staff: Ms. Irene Silentman
Ms. Mary Jean Haberman

Visits with administrators,
On-site visits to schools - Needs Assessment
Demonstration: Spanish/English Language Arts
ESL Techniques
Modern Language Art Techniques

October 28, 1980 - Review of Mask (Clay) from previous lesson.

November 7, 1980 - (Ella Sambrano) Difficult English and Spanish Sounds

November 12, 1980 - ESL Workshop; Held at Parkview Elementary School. Instructors: Ida Carillo
Lee Jane Esslinger

Workshop demonstrated techniques and materials used in teaching ESL.

November 21, 1980 - Ignacio Olivas teaching Spanish techniques to aides.

November 24, 1980 - SCDC Workshop: Instructor: Mrs. Mela Ledger
Mrs. Leger provided in service training to Title VII aides to prepare them to use the SCDC materials.

December 1, 1980 - SCDC Workshop; Mrs. Ledger followed up to SCDC in-service workshops presented type of Language Drills and supplementary materials which could be used to complement the SCDC materials.

December 5,1980 - All day training. MLA Testing
Instructor: Ignacio Olivas

December 12, 1980 - Making of Pinatas

January 9, 1981 - Handout of Fine Art books with tapes and/or review.

January 16, 1981 - Ignacio Olivas, consulting for the MLA Class.

January 23-25, 1981 - TESOL I Conference
20 Teachers and teacher's adies attended the conference which was held in El Paso, Texas at Bowie High School.
The primary focus of the workshop was ESL methods and materials; however methodologies used in bilingual classroom were demonstrated.

January 23, 1981 - Sr. Rosanne, taught D'Nelian Printing; use in making flashcards and reinforcing writing skills.

February 2, 1981 - All day workshop; bulletin board training and making of Ojos de Dios; shapes, color and value.

February 8-11, 1981 - Title VII Regional Management Institute Conference held in Dallas, Texas
Two persons attended the conference.
The primary emphasis was on the role(s) of administrators involved in bilingual programs.

February 13, 1981 - Mrs. Yvonne Smith with puppet presentation.

February 18, 1981 - Principals' Workshop: Instructors:
Dr. P. Fletcher
with History of Bilingual Education and overview of American Bilingual Education and definition of Terms.
Ella Sambrano:
Language Arts Composition
Sr. Rosanne
Hispanic Fine Arts

February 27, 1981 - Mrs. Yvonne Smith with puppet review.

March 6, 1981 - Sister Rosanne working with aides on weaving.

March 19, 1981 - Dr. Anthony Schroeder presented a workshop aimed at facilitating communication between aides and teachers.

March 20, 1981 - Sculpture: Teaching of making sculpture with bread dough and clay dough.

March 27, 1981 - Shapes with yarn, Art elements covered different shapes, color and value of shapes.

April 3, 1981 - Crepe paper flower making.

April 9-10, 1981 - Bilingual Conference in Las Cruces, New Mex. 26 teachers, aides and principals attended numerous workshops which presented various aspects of bilingual education.

April 24, 1981 - Captain Chan from Cannon Air Force Base, demonstrated the oriental art of origami to the aides.

May 1, 1981 - Dr. Francine Stuckey presented a workshop which dealt with child growth and development to provide the aides with a better understanding of readiness and maturation.

May 8, 1981 - Social Studies Awareness Through Art.
Instructor: Rose Hart and Elizabeth Dolan
NIME Staff Members.
Both demonstrated mask making and weaving and illustrated different ways of tying in culture with social studies.

May 15, 1981 - Jazz Chants and Black Board Games
Demonstrated by Ella Sambrano as examples of ESL materials which are available.

College courses were also taken with emphasis on Spanish class for "Spanish for the Native Speaker." 201 Start Date January 13, 1981.